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ABSTRACT

This report presents background information on library issues in California Community Colleges (CCC); identifies the relationship between the mission of the colleges and the Library Science discipline; and describes the qualifications, roles, and responsibilities of library faculty. Following a brief introduction, the first section of the report discusses the instructional role of library faculty as the primary teachers of research methods, critical thinking skills, and information literacy skills. This section also indicates that library faculty are at the forefront of the information revolution, developing innovative ways of obtaining, delivering, and facilitating the use of information. The next section describes the role of community college library faculty in curricular development, indicating that they must respond to advances in computer technology, the expanded development of communications technologies, and changes in the college student body and financial base. The following section examines their role in college governance through participation in academic senates and curriculum, professional standards, shared governance, budget, planning, hiring, evaluation, tenure, technology, and other committees. The final section describes the qualifications for employment in the CCC as a Masters degree in Library Science and lists the expertise sought in library faculty candidates. Contains 15 references. (TGI)

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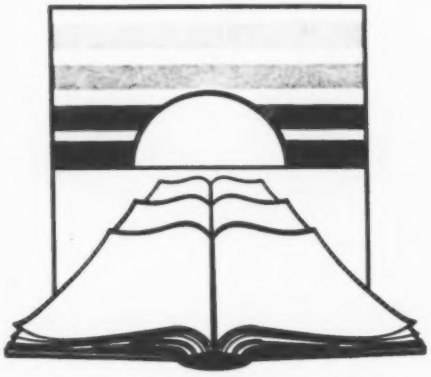
Qualifications, Roles, & Responsibilities



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for
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LIBRARY FACULTY IN CALIFORNIA COMMUNITY COLLEGE LIBRARIES:

Qualifications, Roles, & Responsibilities

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LIBRARY FACULTY IN CALIFORNIA COMMUNITY COLLEGE LIBRARIES:

Qualifications, Roles, & Responsibilities

Synopsis

Developed by the Counseling & Library Faculty Issues Committee of the Academic Senate and supported by Resolution 16.1 passed at the Fall Plenary Session of the Academic Senate, this paper was written to describe and help clarify the qualifications, roles, and responsibilities of library faculty in the California Community Colleges. It further identifies the relationship between the mission of the California Community Colleges and the Library Science discipline by addressing the areas of instruction, curriculum, governance and qualifications of the discipline. Background information on library and information access issues is presented as well. This paper will provide local senates and the Chancellor's Office, California Community Colleges with information to use when making policy development and implementation recommendations.

At the Fall 1995 Plenary Session of the Academic Senate for California Community Colleges, Resolution 16.1 was passed stating:

"Whereas library science is a recognized discipline within the Disciplines List which indicates professional education and training at the Master's level leading to appropriate library knowledge, competencies and skills, and

Whereas in the Curriculum Standards Handbook, library sign-off for ascertaining adequacy of library resources, or a standard of good practice, is required for approval of credit programs and courses, and

Whereas the Academic Senate for California Community Colleges urges local senates to support the essential role of librarians in the curriculum process and to work toward the greater involvement of librarians in approval of new programs and courses (1994 Fall Session Resolution), and

Whereas the Academic Senate for California Community Colleges recommends that a librarian be a voting member of each college's curriculum committee (1994 Fall Session Resolution),

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Counseling and Library Faculty Issues Committee to prepare a position paper further defining the role of library faculty in the California Community Colleges."

LIBRARY FACULTY IN CALIFORNIA COMMUNITY COLLEGE LIBRARIES:

Qualifications, Roles & Responsibilities

I. Introduction

The purpose of this paper is to clarify the roles of library faculty in the California Community College system. It will provide local senates and the state Chancellor's Office with information to use when making policy development and implementation recommendations.

This paper presents background information on library and information access issues in community colleges, identifies the relationship between the mission of the California Community Colleges and the Library Science discipline, and describes the qualifications, roles and responsibilities of library faculty.

II. Instruction

During the last twenty years, the discipline of Library Science as practiced in the California Community Colleges has come to focus strongly on instruction. Library faculty are working as primary instructors to teach research methods and critical thinking skills through diverse learning styles applied to information access. This trend has been accelerated by new technologies and changing demographics. The increased demand for instructional services has been added to their other responsibilities which include collection development, automation systems and technical services necessary to the functioning of the library.

This increased demand has occurred at a time when support for library staffing and materials has shrunk disproportionately to other college functions. The need to provide student access to information with current and emerging technologies has intensified the funding problem (Campbell 1992, 30-31).

Library faculty are professionally educated in library and information science to analyze the information needs that the students, faculty and community face in today's society. As primary providers for information and research, library faculty teach how to access the desired information effectively and efficiently. They teach the skills necessary to use a variety of resources, including paper sources, telephone sources, human sources and electronic sources, and often have the responsibility for primary instruction in uses of Internet and World Wide Web resources as well.

Faculty librarians are unique among faculty in the California Community Colleges in that they provide services that benefit the entire college community and enhance all disciplines. Their role is even more crucial when it is understood that students without adequate library skills have fewer opportunities to achieve success than are those with well developed skills. There is a direct correlation between a student's ability to identify, retrieve, and evaluate information and his/her probability of educational success (Dale 988; Kuhlthau 1987; Still 1990). Student need for library faculty often extends beyond the immediate educational goals and into the student's future. Knowledge of techniques of accessing and evaluating information is critical to lifelong learning (American Library Association Presidential Committee on Information Literacy, Final Report 1989). Library faculty are among the leaders in the information revolution and continue to develop innovative ways of obtaining, delivering, and facilitating the use of information. Dr. Alan Guskin, chancellor of Antioch University, states, "A major faculty role, and especially the role of the librarian as information technology expert, will be to guide students to these sources by helping them ask the right questions" (21).

Library faculty instruct in information literacy skills, which include the ability to access, retrieve, analyze, evaluate and apply information. These skills are essential to current and lifelong learning processes. These skills are an investment in success when the student transfers to a 4-year college or university or moves into the workplace. "The growth and complexity of information in a variety of formats, the increasing nature of interdisciplinary knowledge combined with the increasing narrowness and specificity of job preparation, all lead to the certainty that nobody will have the ability to function alone in the big, bad information world, no matter how diligently we train them" (White 1992, 76).

Faculty librarians are empowered by the academic rigor and course criteria in Title 5, Part VI, Sections 5502 and 55805.5, to facilitate critical thinking skills and information literacy. Library faculty and other faculty are mutually dependent upon each other and will continue to be so. This partnership exists to benefit students. Dr. Jerry Campbell, University Librarian at Duke University, lent support to library faculty, whom he calls "access engineers." He further states that the mission of access engineers is to design, develop, and operate methods of delivering library and other information on demand to users wherever they may be (33).

III. Curriculum

The role of community college library faculty lies in both academic instruction and curricular development. The ability to fulfill the goal depends upon many outside influences, to which library faculty must respond as they emerge. These include advances in computer technology, the expanded development of communications, needs of the college, changes in the student body and the financial base from which the college operates. The perceived value of the library faculty to the college lies in their professional competencies and abilities to keep up with emerging technologies and fields of expertise. "We are the fusing together of technology and knowledge, be they past, present or future" (Terwilliger 1985, 538).

Community college library faculty are integral players in the curriculum development process. The faculty librarian, with the faculty curriculum originator, jointly review library/learning resource needs for new course or new program approval (Joint Review for Library/Learning Resource by Classroom and Library Faculty for New Courses and Programs 1995). Their collaboration in curriculum development and assistance, further extends library faculty as partners in the classroom, as specialists and facilitators in the use of information and the retrieval for print, media, electronic and digital information environments.

IV. Governance

Faculty librarians are active in the academic life of the campus. They serve as full members and leaders on academic senates, curriculum, professional standards, shared governance, budget, planning, hiring, evaluation, tenure, technology and other committees as needed. Library faculty bring particular and keen insight into the campus by their unique education and cross-curricular approaches to student needs which encompass the overall mission of the California Community Colleges. Library faculty are liaisons to individual faculty and departments in areas of collection development, materials purchasing, library orientation and overall information needs assessment. "Librarians are discharging responsibilities in the capacity as teaching faculty. As members of curriculum committees, they influence general curriculum development and participate in, and some are activists in promoting, the school's information literacy agenda" (Anderson and Fuller 1992, 201).

The State of California's Education Code, Sections 1770 - 1775, 18700 - 19972 and 78100 - 78103 define the role of libraries, various library programs, and the community colleges. Sections 78100 - 78103 of the Education Code pertain specifically to the community college library. These sections state that "the Governing Board of each community college district shall provide library services for the students and faculty of the district by establishing and maintaining community college libraries or by

contractual arrangements with another public agency." These various codes bring to light the overall intent of the Legislation, that is, to establish libraries as a resource to prepare students and citizens to meet the challenges of the future, to be a primary source of information, recreation and education for lifelong learning to persons of all ages. These particular requirements, coupled with the Academic Senate for California Community College's position on faculty, established by AB 1725 (1988), show that library faculty are integral to the operation of the college campus and the primary source of information and instruction in research methods.

V. Qualifications of the Discipline

The minimum qualifications for a librarian in the California Community College System requires a Masters degree in Library Science. These qualifications were established in the Disciplines list (1990), and codified in Title 5 of the Education Code. Professional education and training required of community college library faculty enable them to discern the needs of the student, explore paths of information resources, and match those resources to the need.

Based on their education and experience, librarians have the following expertise:

- Knowledge of and commitment to the principles of library and information science
- Understanding of the theories of knowledge
- Knowledge of ethical and legal aspects of the library profession
- Knowledge of the learning process
- Knowledge of decision making and transition models
- Ability to diagnose student information needs
- Ability to help students develop problem solving and critical thinking skills
- Ability to facilitate groups and workshops
- Ability to develop effective library instruction curriculum
- Knowledge of effective instructional methods and strategies
- Knowledge of rapid change taking place in academia and library and information science
- Ability to participate in faculty development, as full members of the campus academic community.

Library faculty are uniquely prepared for their instructional role which contributes to student success. Faculty librarians add specialized expertise to the development of curriculum. They make a strong contribution, along with other faculty members, to governance activities at the local and state levels.

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